

## GEOGRAPHY

### Essential characteristics

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

### THRESHOLD CONCEPTS

#### **Investigate places**

This concept involves understanding the geographical location of places and their physical and human features.

#### **Investigate patterns**

This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.

#### **Communicate geographically**

This concept involves understanding geographical representations, vocabulary and techniques.

Threshold concept	Foundation	Milestone 1	Milestone 2
<b>Investigate places</b> This concept involves understanding the	<ul style="list-style-type: none"> <li>● <b>People, culture and communities:</b></li> </ul>	<ul style="list-style-type: none"> <li>● Ask and answer geographical questions (such as: What is this place like? What or who will I see in this</li> </ul>	<ul style="list-style-type: none"> <li>● Ask and answer geographical questions about the physical and human characteristics of a location.</li> </ul>

<p>geographical location of places and their physical and human features.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>place? What do people do in this place?).</p> <ul style="list-style-type: none"> <li>● Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>● Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>● Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>● Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>● Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>● Name and locate the world's continents and oceans.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and describe how the physical features affect the human activity within a location.</li> <li>● Explain own views about locations, giving reasons.</li> <li>● Use maps, atlases and globes mapping to locate countries and describe features.</li> <li>● Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>● Use a range of resources to identify the key physical and human features of a location.</li> <li>● Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>● Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul>
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<p><b>Investigate patterns</b> This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.</p>	<p>The world:</p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. (Australia)</li> <li>• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South poles.</li> <li>• Identify land use around the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe geographical similarities and differences between countries.</li> <li>• Describe how the locality of the school has changed over time.</li> </ul>
<p><b>Communicate geographically</b> This concept involves understanding geographical representations, vocabulary and techniques.</p>	<p><b>The world</b> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	<ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to:</li> <li>• Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, and weather.</li> <li>• Key human features, including: city, town, village, factory, farm, house, office and shop.</li> <li>• Use compass directions (North, South, East and West) and locational language (e.g. near and far) to</li> </ul>	<ul style="list-style-type: none"> <li>• Describe key aspects of:</li> <li>• Physical geography, including; rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• Human geography, including: settlements and land use.</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul>

		<p>describe the location of features on a map.</p> <ul style="list-style-type: none"> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>	
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**BREADTH OF STUDY**

EYFS	KEY STAGE 1	KEY STAGE 2
<p>The world Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><b>People, culture and communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p>	<ul style="list-style-type: none"> <li>• Investigate the world's continents and oceans.</li> <li>• Investigate the countries and capital of the United Kingdom.</li> <li>• Compare and contrast a small area of the United Kingdom with that of a non-European country.</li> <li>• Explore weather and climate in the United Kingdom and around the world.</li> <li>• Use basic geographical vocabulary to refer to and describe key physical and human features of locations.</li> <li>• Use world maps, atlases and globes.</li> <li>• Use aerial photographs.</li> <li>• Use fieldwork and observational skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate the world's countries with a focus on Europe and countries of particular interest to pupils.</li> <li>• Locate the world's countries, with focus on North and South America and countries of a particular interest to pupils.</li> <li>• Locate the geographic zones of the world.</li> <li>• Understand the significance of the geographic zones of the world.</li> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).</li> <li>• Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.</li> </ul>

		<ul style="list-style-type: none"><li>● Describe and understand key aspects of:</li><li>● Physical geography, including: climate zones, biomes, and vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle.</li><li>● Human geography, including: settlements, land use, economic activity, including trade links and the distribution of natural resources including energy, food, minerals and water supplies.</li><li>● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li><li>● Use the eight point of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.</li><li>● Use a wide range of geographical sources in order to investigate places and patterns.</li><li>● Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</li></ul>
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